FWIS Course: Left Out: The intersection of disability and society

Christy Nittrouer
Fall 2018

I. Basic Information

Instructor: Christy Nittrouer, M.S., M.A.
Office: Sewall 115
Phone: 512-217-9245
E-mail: cln4@rice.edu (*Please include "FWIS" in subject line)
Office Hours: 12-1pm Thursdays (or by appointment)

Time: M/W/F: 3-3:50pm
Location: Rayzor 106

I. Course Description:

Stephen Hawking, celebrated theoretical physicist and recipient of the Presidential Medal of Freedom, says "My advice to other disabled people would be, concentrate on things your disability doesn't prevent you doing well, and don't regret the things it interferes with. Don't be disabled in spirit as well as physically." He was diagnosed with an early-onset, slow-progressing form of ALS (amyotrophic lateral sclerosis) that gradually paralyzed him over decades.

Dr. Hawking dealt with his fair share of negative treatment; he was an example of someone with a profound *physical* disability—and one that was immediately visible. This course will document the historical segregation experienced by people with disabilities, and the particular prejudice they encounter from childhood through adulthood. It will also focus on the impact an historical lack of access to full-time work has had on this population and their resultant negative health, social, and independent living outcomes. Discussion will concentrate on the spectrum of different disabilities, the unique (and sometimes incomparable) experiences across disabilities, as well as the role of visibility and comorbidity on quality of life outcomes. The goal of this course is to explore and develop intervention ideas to positively shift some of the deeply engrained stigma about this population. We may discuss how disability is experienced among young children in integrated schools versus those children in schools with segregated classrooms in the U.S. We might consider community-led initiatives that can lead to more inclusive and integrated communities (e.g., all-ability playground in Audubon Park paid for by Drew Brees and family). Through readings, reflection, and thoughtful dialogue we will explore the theoretical underpinnings of disability and examine their impact in the modern-day.

II. Teaching Philosophy

My philosophy of teaching is that it is important to develop courses that are equal parts content-rich and engaging, to spark students' intrinsic curiosity and interest in the material. The most important priority for me when teaching is that students absorb new knowledge and improve as scholars. Content should stretch students and be difficult, but I believe my role as an instructor is to help teach students how to engage with it in a way that makes it more accessible. I strongly believe that an engaging instructor can make all the difference for students in the case of difficult material.

III. Course Goals and Learning Outcomes:

Pedagogically, we will focus on integrating thoughtful, research-based writing and oral communication in response to the written and multimedia resources we review. This will be a predominately discussion-based seminar with occasional short lectures by the instructor, invited speakers, and exposure to multimedia to supplement the course material.

Course Goals:

This course is:

1.) Geared toward strengthening students' academic writing and speaking in preparation for more advanced study in the social sciences.
2.) Designed to teach first-year students some of the main themes discussed in the psychological literature as related to disability.
3.) Focused on improving students' dexterity at both reading academic articles and writing academically oriented papers.

FWIS Learning Objectives:

This course will:

1.) Enhance students' understanding of the central place of writing and communication in the learning process and in academic life.
2.) Impart strategies for analyzing, synthesizing, and responding to college-level readings.
3.) Improve students' ability to communicate correctly and effectively in writing and in speech, taking into account audience and purpose.
4.) Allow students to become comfortable with writing as a process and learn strategies — for instance, prewriting, outlining, and revision — for working through that process.
5.) Help students learn appropriate use of the work of others, and, where necessary, specific practices of citation.
6.) Assist students with learning to articulate oral arguments and respond productively to arguments of others in formal presentations and in class discussion.

IV. Assignments:

Students will be responsible for three formal written assignments, four completion assignments, and two oral presentations.

The major writing assignments include:

1.) A written abstract of a research idea developed through the course readings (1-page maximum)
2.) A 8-10 page write-up of that research idea in APA format (complete with introduction, method, anticipated results, discussion, and references)
3.) A 5-7 page write-up of a (real) small grant application for that research idea, including a community-based intervention, ready to be submitted (if the student chooses) at the end of the course.

NOTE: After each written assignment is graded, there will be optional 15-minute, 1:1 meetings for each student with the instructor to discuss the feedback. After these discussions, there will be opportunities for all students to revise their assignment (within 1-week of receiving this feedback) to make up to 50% of any points they lost (above and beyond) their current grade. (Revisions will only improve (never decrease) your grade.)

There will be four supplemental assignments graded for completion:

1.) An autobiography (1-page maximum)
2.) A written outline of the research idea/small grant application (3-pages maximum, including references; we will use several half-days in class to workshop each of these assignments.)
3.) A written script we will develop as a class, for team-led performances at a local pre-kindergarten school (ages 1-6; 5-pages maximum). We will discuss this assignment more in-person on the first day of class.
4.) Attendance of one out-of-class lecture related to disability at Rice or in the community (submit picture documenting this attendance on Canvas and a brief summary describing how it related to the course content; no longer than 1-page).

The oral components of the class include:

1.) Student-led class meetings (select Fridays) that include a 20-minute, student led discussion of the week's readings, using any interactive method and presentation style they would like (students will lead in teams chosen on the first day of class). The students and instructor will provide real-time feedback to the peer leaders in the last 5-minutes of class, so they can implement this feedback when preparing for their final presentation.
2.) A final, oral presentation that will be a 5-minute, Pecha Kucha style presentation of each student's research paper or small grant application (if they are different) and should include one interactive method of communication. Note: For the final, oral presentations, two invited Rice social science researchers will both attend the class session and provide feedback (in addition to the instructor). These presentations will be both live-streamed (so any friends, family, peers, colleagues can attend from afar), as well as video recorded.

V. Classroom Citizenship:

Please note that, unlike the other freshmen courses, you only have 2 weeks to decide if you would like to SWITCH to a different FWIS course (the last day to SWITCH is Fri. 08/31).

Absences. Since we only meet for 50-minutes at each class meeting, I expect all students to do their best to show-up on time. I also expect all students to attend every class; considering that we are such a small group, an absence by even one person will be conspicuous. I need 24-hour, advanced notice of any class absence, via e-mail. The justification for any of these requests, should be exceptional.

I also expect that everyone will come to class prepared, having completed the readings and with their assignments finished. I do not offer extensions. That said, if an extenuating circumstance does come up, please contact me immediately to figure out a solution.

Additionally, we will be covering a broad swath of content as a small group. I expect each of you to participate in class as much as possible—this is critical to your academic development. I understand that not everyone is comfortable participating to the same degree. I challenge you to stretch your comfort level in this course—if you tend to be quieter, try and speak-up more frequently. If you tend to be a contributor—this is great, keep contributing—but, also try and facilitate conversations with some of your quieter peers. I do not believe in participation just for participation's sake: critical components of quality participation are listening, synthesizing, and reacting. Engaging in deeper levels of participation in this course are what will truly help you develop as a scholar.

In this vein, I encourage you to exercise your intellectual curiosity, by following related stories in mainstream media (WSJ, NYT, Houston Chronicle, New Yorker, etc.) and bring them inside the classroom—they should be used to supplement, not be the focus of our discussions. Further, the best way to improve reading (speed and comprehension) and writing skills, is to practice. In addition to incorporating mainstream media into our discussions, I encourage you to keep an idea journal in this class—every time you have an idea generated by a reading, keep it on a running list. This type of reflection-based writing can be useful to discerning your interests for your future career path.

Consideration toward others: I expect everyone to treat each other and their contributions with respect. It is completely appropriate to disagree amongst each other (even vehemently!), as long as it is done professionally and respectfully (e.g., no personal attacks).

Finally, I truly care about each of you, individually. While I will direct all the class discussion to be related to the course content and broad FWIS goals, if you have an issue either inside or outside of this class, I encourage you to come see me (after class, office hours, or appointment). I am absolutely a resource for you to help with your transition into collegiate life.

VI. Honor Code Statement

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with

the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

VII. Disabilities

Some students with disabilities (physical, learning, or psychiatric) fail to identify themselves to the professor *UNTIL* a problem arises. I encourage students with such disabilities, including "invisible" disabilities like chronic diseases, learning disabilities, and psychiatric disabilities to discuss with me at the beginning of the course, after class or during my office hours, appropriate accommodations that might be helpful to you. All discussions will remain as confidential as possible. Additionally, if you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

VIII. Grading Policy

The final grades in this course will be calculated based upon the following components.

Written:
5 pts Research Abstract
25 pts Research Paper
15 pts Small Grant Application
Oral:
20 pts 20-min discussion
25 pts Final Presentation
Completion:
1.5 pts Autobiography
5 pts Script enactment at local primary school
1.5 pts Small Grant Outline
2 pts Attending Disability Lecture
100 total pts possible

Final Letter Grades will be distributed as follows:

100% – 98 % = A+	97% - 94% = A	93% - 90% = A-	89% – 87 % = B+
86% - 84% = B	83% - 80% = B-	79% – 77% = C+	76% - 74% = C
73% - 70% = C-	69% – 67 % = D+	66% - 64% = D	63% - 60% = D-
59% - 0% = F			

VIV. Final Disclaimer

For unforeseen reasons, it sometimes becomes necessary to adjust the syllabus and/or schedule. Thus, this syllabus is only a guide for the course and is subject to change with advanced notice.

X. Course Outline

**For the assigned readings below, you should come to class having already read what is scheduled for the day. Any assignments due on class days, are due before the start of class.

DATE	TOPIC	ASSIGNMENT
PART I: HISTORY		
Week 1		
Mon., 08/20	Introductions; Syllabus and Course Overview; Introduction to the Social History of Disability	
Wed., 08/22	Social History	***Autobiography due (1 pg. max)** Chapter 7 (Disability). In Solomon, A. (2012). *Far from the Tree: Parents, Children and the Search for Identity.* (pp. 355-405). Simon & Schuster, Inc.: New York, NY.
Fri., 08/24	Writing Mechanics Discussion	Team 1: _Krithi & Shreya_____ Synthesis: Writing/Research/Oral overview Chapter 14 (Behind the Walls of the World's Indifference). In Donvan, J. & Zucker, C. (2017). In a Different Key: The Story of Autism. Broadway Books: New York, NY.
Week 2		
Mon., 08/27	Psychological History	[Chapter 1, Stigma and Social Identity.] Goffman, E. Stigma: Notes on the Management of Spoiled Identity. Penguin Books: London, England.
Wed., 08/29	Psychological History	[Chapter 4, Rejection of Outgroups.] Allport, G. W. (1954). The nature of prejudice. New York: Addison Wesley.
Fri., 08/31	Writing Mechanics Discussion	Team 2: _Yunee & Katie_____ Synthesis: Writing/Research/Oral overview
Week 3		
Mon., 09/03		*No class, Labor Day* ***Research Abstract due**
PART II: STIGMA		
Wed., 09/05	Intrapersonal Stigma	Crocker, J. & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. Psychological Review, 96(4),

		608. http://psycnet.apa.org.ezproxy.rice.edu/fulltext/1990-04498-001.html
Fri., 09/07	Intrapersonal Stigma	Major, B. & O'Brien, L. T. (2005). The social psychology of stigma. Annual Review Psychology, 56, 393-421. http://www.annualreviews.org.ezproxy.rice.edu/doi/pdf/10.1146/annurev.psych.56.091103.070137
Week 4		
Mon., 09/10	Attitudes	***Watch Wonder** Grand, S.A., Bernier, J.E., & Strohmer, D.C. (1982). Attitudes toward disabled persons as a function of social context and specific disability. Rehabilitation Psychology, 27(3), 165-174.
PART III: VISIBILITY		
Wed., 09/12	Visible and Invisible Stigma	Joachim, G. & Acorn, S. (2000). Stigma of visible and invisible chronic conditions. Journal of Advanced Nursing, 32(1), 243-248.
Fri., 09/14	*Writing Workshop*	Team 3: _Morgan & Nora_____ Synthesis: Writing-work day
Week 5		
Mon., 09/17	Invisibility, Preview of Disclosure	Lingsom, L. (2008). Invisible impairments: Dilemmas of concealment and disclosure. Scandinavian Journal of Disability Research, 10(1), 2-16.
Wed., 09/19	Invisibility	Smart, L. & Wegner, D.M. (2000). The hidden costs of hidden stigma. In Heatherton, T.F., Kleck, R.E., Hebl, M.R., & Hull, J.G. (Eds.), The social psychology of stigma (220-242.) New York: Guildford Press.
Fri., 09/21	Writing Mechanics Discussion	***Primary School Script due** Team 4: __Cara & Rebecca_____ Synthesis: Writing/Research/Oral overview
Week 6		
Mon., 09/24	Invisibility, Severity	Vickers, M. (1998). "Life at work with "invisible" chronic illness (ICI): A passage of trauma-turbulent, random, poignant. Administrative Theory & Praxis, 20(2), 196-210.
PART IV: CONTEXT		
Wed., 09/26	Organizations	Stone, D.L. & Colella, A. (1996). "A model of factors affecting treatment of disabled individuals in organizations." Academy of Management Review, 21(2), 352-401.
Fri., 09/28	Writing Mechanics Discussion	Team 5: __Mia & Lily_____ Synthesis: Writing/Research/Oral overview

		**Potential date for 1:1 meetings to discuss research abstracts*
Week 7 **NOTE: In October is when we will be completing our involvement with our primary school partner (date TBD on first day).*		
Mon., 10/01	Education	Low, J. (1996). Negotiating identities, negotiating environments: An interpretation of the experiences of students with disabilities. Disability & Society, 11(2), 235-248.
Wed., 10/03	Transportation	Aarhaug, J. & Elvebakk, B. (2015). The impact of Universally accessible public transport–a before and after study. Transport Policy, 44, 143-150. doi: http://dx.doi.org/10.1016/j.tranpol.2015.08.003.
Fri., 10/05	*Independent Writing Day*	***Small Grant Outline Due** **No class*
Week 8		
Mon., 10/08		*No class, Mid-semester break*
Wed., 10/10	AirBnB	Ameri, M., Rogers, S., Schur, L., & Kruse, D. (2017). No room at the inn? Disability access in the new sharing economy. Rutgers University. Retrieved from: http://smlr.rutgers.edu/sites/smlr.rutgers.edu/files/documents/PressReleases/disability_access_in_sharing_economy.pdf
PART V: ATTITUDES & BEHAVIORS		
Fri., 10/12	Contact and Attributions	Blundell, R., Das, R., Potts, H., & Scior, K. (2016). The association between contact and intellectual disability literacy, causal attributions and stigma. Journal of Intellectual Disability Research, 60(3), 218-227.
Week 9		
Mon., 10/15	Intersection of Gender and Disability	Coleman, J. M., Brunell, A. B., & Haugen, I. M. (2015). Multiple forms of prejudice: How gender and disability stereotypes influence judgments of disabled women and men. Current Psychology, 34(1), 177-189.
Wed., 10/17	****Primary School Involvement Day: Meet at stoplight at intersection of Sunset & Rice Blvd.***	
Fri., 10/19	Physical Disability	Crandall, C. S. & Moriarty, D. (1995). Physical illness stigma and social rejection. British Journal of Social Psychology, 34(1), 67-83.
Week 10		
Mon., 10/22	Attitudes and Stereotypes	Cuddy, A. J., Fiske, S. T., & Glick, P. (2007). The BIAS map: behaviors from intergroup affect and stereotypes. Journal of Personality and Social Psychology, 92(4), 631.

Wed., 10/24	Stereotype Content Model (SCM)	Cuddy, A. J., Fiske, S. T., Kwan, V. S., Glick, P., Demoulin, S., Leyens, J. P., Bond, M. H., Croizet, J. C., Ellemers, N., Sleebos, E., & Htun, T. T. (2009). Stereotype content model across cultures: Towards universal similarities and some differences. British Journal of Social Psychology, 48(1), 1-33.
Fri., 10/26	Writing Mechanics Discussion	***Research Idea Paper Due** Team 6: _Ishaan, Allen, & Sally_____ Synthesis: Writing/Research/Oral overview
Week 11		
Mon., 10/29	Informal Discrimination	Dovidio, J. F., Pagotto, L., & Hebl, M. R. (2011). Implicit attitudes and discrimination against people with physical disabilities. In Disability and Aging Discrimination (pp. 157-183). Springer New York.
Wed., 10/31	Inclusiveness	Krings, M. (2015). It's time to end segregation of special education students, professors say. The University of Kansas News Service. Retrieved from: https://today.ku.edu/2015/01/27/professors-argue-time-has-finally-come-fully-end-segregation-special-education-students
Fri. 11/2	Writing Mechanics Discussion	Team 7: _Chidera, Natalie, & Mahima_____ Synthesis: Writing/Research/Oral overview
PART VI: DISCLOSURE & ACKNOWLEDGMENT		
Week 12		
Mon. 11/5	Disclosing Unobservable Disability	Lyons, B. J., Volpone, S. D., Wessel, J. L., & Alonso, N. M. (2017). Disclosing a Disability: Do Strategy Type and Onset Controllability Make a Difference? Journal of Applied Psychology. Advance online publication. doi: 10.1037/apl0000230
Wed., 11/7	Disability Disclosure	Von Schrader, S., Malzer, V., & Bruyère, S. (2014). Perspectives on disability disclosure: The importance of employer practices and workplace climate. Employee Responsibilities and Rights Journal, 26(4), 237-255.
Fri., 11/9	*Writing Workshop*	Team 8: _Christy!_____ Synthesis: Writing-work day **Potential date for 1:1 meetings to discuss research paper*
Week 13		
Mon., 11/12	Acknowledgment	Hebl, M. R., & Skorinko, J. L. (2005). Acknowledging one's physical disability in the interview: Does "when" make a difference?. Journal of Applied Social Psychology, 35(12), 2477-2492.
Wed., 11/14	Acknowledgment Strategies	Lyons, B. J., Martinez, L. R., Ruggs, E. N., Hebl, M. R., Ryan, A. M., O'Brien, K. R., & Roebuck, A. (2018). To say or not to say: Different

		strategies of acknowledging a visible disability. Journal of Management, 44(5), 1980-2007.
Fri., 11/16	Writing Mechanics Discussion	***Small Grant Application Due** Team 10: _____ Synthesis: Writing/Research/Oral overview
PART VII: CURRENT EVENTS		
Week 14		
Mon., 11/19	Prevalence	Diament, M. (2009). More than Two-Fifths of Homeless Have Disabilities. Disability Scoop. Retrieved from: https://www.disabilityscoop.com/2009/07/16/homeless-report/4153/
Wed., 11/21	Perspective-taking	Lewington, J. (2015). What does your office look like from a wheelchair? The Globe and Mail. Retrieved from: https://www.theglobeandmail.com/report-on-business/industry-news/property-report/builders-landlords-adjust-to-barrier-free-rules/article23808763/
Fri., 11/23		No class, Happy Thanksgiving!
Week 15		
Mon., 11/26	Social Identity	Dirth, T. P. & Branscombe, N. R. (2018). The social identity approach to disability: Bridging disability studies and psychological science. Psychological Bulletin. Advance online publication. http://dx.doi.org/10.1037/bul0000156
Wed., 11/28		***FINAL ORAL PRESENTATION DAY!**
Fri., Nov. 30		**Last day of class!* ***FINAL ORAL PRESENTATION DAY** 15-minute semester RECAP **Potential date for 1:1 meetings to discuss small grant applications*